



## PAUL KNOX MIDDLE

1804 Wells Road  
North Augusta, Southh

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	598 Students	
<b>Principal</b>	John Murphy	803-442-6300
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

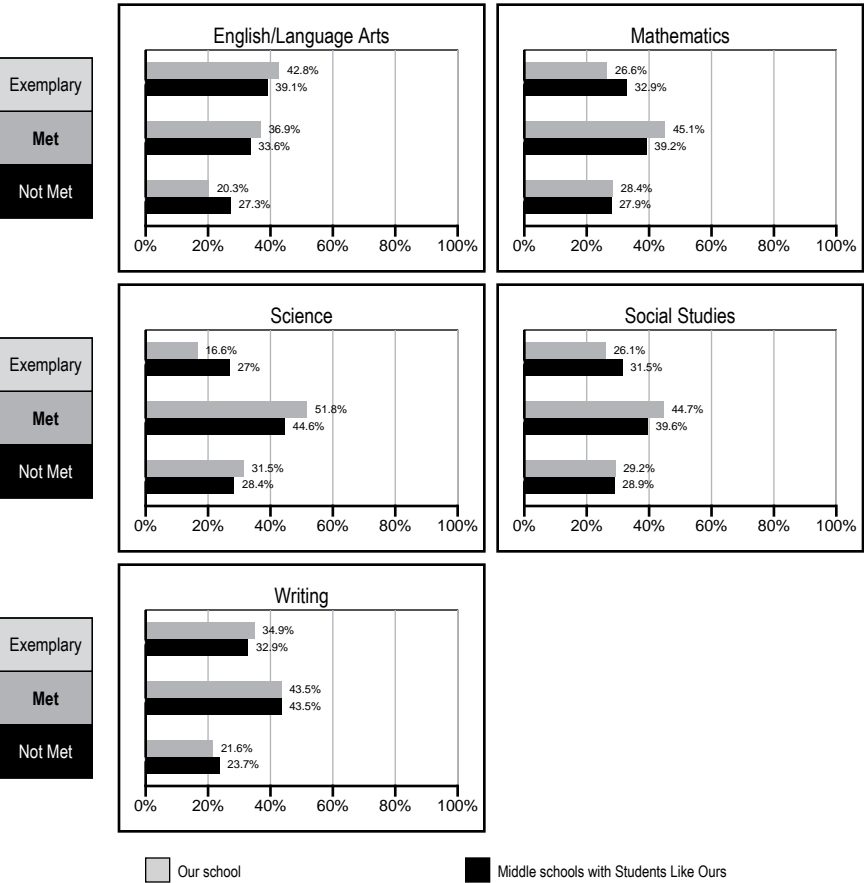
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 95.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
4	15	28	0	1

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	96.1%	97.5%
English 1	100.0%	95.9%
Physical Science	N/A	13.4%
US History and the Constitution	N/A	N/A
All Subjects	98.1%	95.8%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=598)				
Students enrolled in high school credit courses (grades 7 & 8)	47.2%	Up from 20.7%	32.7%	24.2%
Retention rate	2.4%	Up from 0.5%	0.6%	0.7%
Attendance rate	95.8%	No Change	96.0%	95.9%
Eligible for gifted and talented	20.9%	Down from 21.4%	19.9%	16.4%
With disabilities other than speech	10.9%	No Change	11.4%	12.0%
Older than usual for grade	2.0%	Down from 3.5%	1.8%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.9%	0.5%
Annual dropout rate	0.0%	Down from 0.2%	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	48.5%	Down from 54.3%	59.0%	58.5%
Continuing contract teachers	90.9%	Up from 85.7%	82.4%	80.0%
Teachers with emergency or provisional certificates	6.1%	Up from 3.0%	4.1%	4.0%
Teachers returning from previous year	91.7%	Down from 94.6%	85.4%	84.6%
Teacher attendance rate	90.5%	Down from 95.3%	95.6%	95.4%
Average teacher salary*	\$47,609	Down 2.9%	\$46,846	\$46,561
Professional development days/teacher	3.0 days	Down from 8.0 days	10.1 days	10.2 days
School				
Principal's years at school	1.0	Down from 6.0	4.0	4.0
Student-teacher ratio in core subjects	26.7 to 1	Up from 22.8 to 1	22.8 to 1	21.1 to 1
Prime instructional time	85.2%	Down from 90.2%	90.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.1%	Down from 98.6%	98.6%	98.1%
Character development program	Excellent	Up from Good	Good	Good
Dollars spent per pupil**	\$7,336	Up 6.4%	\$7,208	\$7,802
Percent of expenditures for instruction**	65.6%	Up from 65.4%	64.0%	63.8%
Percent of expenditures for teacher salaries**	62.4%	Up from 52.9%	60.3%	60.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Report of Principal and School Improvement Council

Paul Knox Middle School students enjoyed a rewarding and exciting year. Our faculty, staff, and students experienced success in academics, arts, athletics, and service learning activities.

Paul Knox had thirteen students recognized as South Carolina Junior Scholars. These students qualified to participate in the Duke TIP program. During the 2009-2010 school year, twenty-five female students participated in the G.I.S.E. Program (Girls Interested in Science and Engineering). Every eighth grade female student had the opportunity to participate. Paul Knox had six band students selected for the Regional Band. Seventeen band students were selected to the All-County Band. One band student was selected to the All-State Band. The Paul Knox Band won an excellent rating in the concert band competition.

Ms. Julia Baldwin was elected Paul Knox Middle School's 2009-2010 Teacher of the Year. Ms. Emilia Sasser was elected the 2010-2011 Teacher of the Year. Mrs. Helen Richard, Career Counselor, received a \$500 Great Ideas Grant from Public Education Partners with Savannah River Nuclear Solutions as the sponsor. In the fall of 2009, twenty-five eighth grade girls participated in a field trip to USC-Aiken where they received hands-on instruction in Engineering and Hydrogen fuel cells.

In the fall of 2009, twenty-five Paul Knox students with career interests in law, public safety, security, agriculture, food, and natural resources participated in a field trip to Savannah River Site. The students were chosen to serve in the following career roles: Botanist, Biologist, Economist. While surveying the land at SRS, Paul Knox students discovered an unknown species which was later found to be a Flannel Moth Caterpillar. The trip to SRS was made possible by funds received from a Wal-Mart community grant. Paul Knox Middle School also had six students win awards in the 2010 CSRA Regional Science Fair.

The School Improvement Council (SIC) held its eighth annual Transition Fair. The Transition Fair provided an opportunity for rising sixth grade students and their parents to tour Paul Knox Middle School and view a presentation from the Principal about the school. The Paul Knox Middle School Beta Club served as tour guides. A supper was provided to the visiting parents and students.

Paul Knox Middle School is fortunate to have a highly qualified faculty, staff, and supportive community. With the School Improvement Council, Parent Teacher Association, and parental involvement, Paul Knox Middle School will achieve its goals.

John Murphy – Principal

Alexa Abdullah – SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	160	47
Percent satisfied with learning environment	93.1%	63.3%	86.4%
Percent satisfied with social and physical environment	93.1%	72.3%	82.2%
Percent satisfied with school-home relations	82.1%	78.3%	65.9%

\* Only students at the highest middle school grade level and their parents were included.

## Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

CSI

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	10.4%	0.0%	No
Student attendance rate	95.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	577	99.7	21.9	37	41.1	86.2	85.1	83.5	Yes	Yes
<b>Gender</b>										
Male	288	99.7	26	38.9	35.1	82.6	82.1	80.1	N/A	N/A
Female	289	99.7	17.9	35.2	46.9	89.7	88.2	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	355	99.4	13.9	33.3	52.8	92.6	89.8	89.6	Yes	Yes
African American	198	100	35.6	44.1	20.3	75.7	77.6	74.6	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	95.1	92.7	I/S	I/S
Hispanic	18	100	41.2	41.2	17.6	70.6	81.9	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.3	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	61	100	61.1	22.2	16.7	44.4	50.3	51.7	No	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	46.2	46.2	7.7	61.5	81.1	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	267	100	30.4	38.7	30.8	80.6	79.4	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	577	99.7	30.7	47.2	22.1	80.7	79.8	80.4	Yes	Yes
<b>Gender</b>										
Male	288	99.7	33.2	44.9	21.9	80	78.1	78.4	N/A	N/A
Female	289	99.7	28.2	49.5	22.3	81.3	81.6	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	355	99.4	21.5	50.1	28.3	90	86.1	87.8	Yes	Yes
African American	198	100	48	41.2	10.7	64.4	70	69.3	Yes	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.4	93.5	I/S	I/S
Hispanic	18	100	35.3	52.9	11.8	64.7	76.9	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	61	100	66.7	24.1	9.3	42.6	43.1	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	13	100	N/A	N/A	N/A	61.5	76.4	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	267	100	40.3	47.4	12.3	73.1	72.1	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	383	99.5	31.2	51.7	17.1	68.8	65.3	67.3
Gender								
Male	197	99	30.7	53.1	16.2	69.3	65.8	66.9
Female	186	100	31.6	50.3	18.1	68.4	64.8	67.7
Racial/Ethnic Group								
White	227	100	18.3	57.8	23.9	81.7	76.4	79.6
African American	138	98.6	51.6	44.3	4.1	48.4	48.8	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.2	84.4
Hispanic	14	100	53.8	23.1	23.1	46.2	53.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	69.5
Disability Status								
Disabled	39	94.9	67.6	20.6	11.8	32.4	29.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	53.7	58.6
Socio-Economic Status								
Subsidized meals	172	100	38.8	53.3	7.9	61.2	53	55.4

Social Studies

All Students	381	99.2	29.1	44.5	26.3	70.9	66.2	70.9
Gender								
Male	182	98.9	29.8	39.3	31	70.2	66.5	70.1
Female	199	99.5	28.6	49.2	22.2	71.4	66	71.7
Racial/Ethnic Group								
White	231	99.1	22.1	44.6	33.3	77.9	73.7	79.2
African American	133	99.3	40.8	44.2	15	59.2	53.7	58.4
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	80.3	86.8
Hispanic	12	100	45.5	45.5	9.1	54.5	65.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.8	71.2
Disability Status								
Disabled	35	91.4	55.6	29.6	14.8	44.4	31.4	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	65.1	68
Socio-Economic Status								
Subsidized meals	184	99.5	37.7	45.7	16.6	62.3	55.5	60.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	575	97.7	20.8	43.9	35.3	79.2	73.1	72.1	95.8	95.9
Gender										
Male	285	96.8	28.4	44.1	27.6	71.6	66.6	65.2	95.6	95.8
Female	290	98.6	13.6	43.8	42.6	86.4	80	79.2	96	96
Racial/Ethnic Group										
White	355	98	11.9	42	46.1	88.1	79.8	80.8	95.9	95.7
African American	196	96.9	36	46.9	17.1	64	62.9	59.7	95.7	96
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.4	87	99	97.6
Hispanic	18	100	41.2	52.9	5.9	58.8	66.1	64.6	94.9	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	80.6	73.4	96.7	96.4
Disability Status										
Disabled	60	85	71.1	26.7	2.2	28.9	24.3	27.7	94.7	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	95.6
English Proficiency										
Limited English Proficient	13	100	N/AV	N/AV	N/AV	53.8	65.3	63.7	96.4	96.5
Socio-Economic Status										
Subsidized meals	269	98.1	32.7	47.2	20.1	67.3	63.6	61.9	95.2	95.3

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	186	99.5	18.7	38	43.3	81.3
	7	194	100	24.5	41.3	34.2	75.5
	8	192	100	28.2	43.6	28.2	71.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	195	99.5	18.5	37.1	44.4	81.5
	7	190	100	20.6	36.7	42.8	79.4
	8	192	99.5	26.7	37.2	36.1	73.3
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	186	99.5	24	49.7	26.3	76
	7	194	99.5	25.7	48.6	25.7	74.3
	8	192	100	39.2	38.7	22.1	60.8
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	195	99.5	23.6	48.3	28.1	76.4
	7	190	100	35	47.8	17.2	65
	8	192	99.5	33.3	45.6	21.1	66.7
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	93	97.9	22.6	57.1	20.2	77.4
	7	194	99	25.3	52.2	22.5	74.7
	8	95	100	31.5	43.8	24.7	68.5
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	96	99	37.9	50.6	11.5	62.1
	7	189	100	29.6	56.4	14	70.4
	8	98	99	27.8	43.3	28.9	72.2

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	92	97.8	10.3	66.7	23	89.7
	7	194	99	36.3	40.1	23.6	63.7
	8	98	96.9	29.7	41.8	28.6	70.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	98	99	8.9	60	31.1	91.1
	7	190	99.5	43.6	35.8	20.7	56.4
	8	93	98.9	20.5	46.6	33	79.5
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	186	98.4	18	34.9	47.1	82
	7	195	97.4	28	48.4	23.6	72
	8	193	97.9	30.9	47.8	21.3	69.1
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	194	97.4	18.5	41	40.4	81.5
	7	191	97.9	20.8	46.6	32.6	79.2
	8	190	97.9	23.2	44.1	32.8	76.8

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample